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Final Reflection

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In WRT 105, the purpose of the course was to transition from the high school writing level to the college focusing on analysis and argumentation. We have moved fairly quickly in developing our skills in these two genres, but I feel fairly confident in saying we have made the transition smoothly.

We began with learning how to read and summarize. Before we could analyze a writer or argument for their view or against the view, we had to understand what they were saying. I was able to understand this with practice in one sentence summaries and summaries on many works of disability. I was also able to learn the “they-say” of the course better through practice of paraphrasing and annotating. After we had practiced the close reading of the *Disabilities Study Reader*, we were then able to focus on analyzing an author for true meaning of a work.

The Critical Thinking Portion of the course focuses on challenging authors. We examined works like “Reassigning Meaning” by Simi Linton and learned of the medical model of disabilities versus the societal model of disability. This lead to many other pieces from the reader and having discussion of each the other’s point. The Critical Thinking portion of the course was heavily dependent upon the understanding of each author’s “they-say”. But from knowing an author’s perspective we could move on to thinking and questioning what the author had to say.

After we had practiced challenging an author for their point we began to focus on our first assignment of the Visual Rhetorical Analysis. The key word in the assignment was analysis. We had to analyze an image that challenged the meaning of disability and how people view the image. We had to consider audience, context, purpose, and interpretation. This assignment challenged me to not only understand the image and how it could be interpreted but also how theorist’s theses could be applied to the image.

The final assignment was an Argumentative paper that needed to focus on a local issue concerning disability. For this topic I chose accessibility on campus. I felt most interested in this topic because I am an engineer and I wanted to learn how access could affect people wanting to utilize a space. I learned how investigate buildings and think of their impact on people with disabilities. This assignment needed me to first analyze a site, think of its impact on a person, then argue for a point of how welcomed a person with disability is on campus.

The course really involved continually adding steps to a project. It stacked up what you learned in the beginning of the course to what you learned in the end, meaning I was closely reading from the beginning to the end. In other courses like math, you learn how to perform an operation then you move on to a different type of problem and you can easily forget what you performed in the first place. But in WRT 105 you had to always perform the same operations only adding steps to the process.